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ABSTRACT

The objectives of the Tennessee Research Coordinating Unit (RCU) are: to collect and disseminate information on occupational research; to stimulate, encourage, and conduct occupational education research projects; and to coordinate such research activities. Information retrieval and dissemination components include a central library, fifteen regional resource centers, three regional research and development offices, and the Selective Dissemination of Information Sub-System. Use was made of microfiche and computer searches. Funds were made available through a mini-grant program for local practitioners to conduct small projects of their own. Abstracts of completed projects appear in an appendix. Presentation, conference, and consultation activities for the year are listed. Research activities for the year include: refinement of the Management Information System, Project INFOE (Information Needed for Occupational Entry), selected data for educational planners, student follow-up evaluation of a self-administered evaluative checklist, survey of regional research and development offices, report on career education and the school counselor, and analysis of the mini-grant projects. Funded projects and future activities are listed. Publications of the RCU are listed in an appendix. (SC)

ED 087942

Final Report Tennessee RCU

Stimulate
Coordinate
And
Conduct
Research
and
Collect
And
Disseminate
Research
And
Information
to
Improve
Vocational
Technical
Education
for
Students

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July 1, 1972
June 30, 1973

Tennessee State Board for Vocational Education
Benjamin E. Carmichael, Executive Officer
Nashville 37219

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INFORMATION SERIES NO. 19

FINAL REPORT

Tennessee Research Coordinating Unit
For Vocational Education

July 1, 1972 - June 30, 1973

A unit sponsored jointly by
The State Division of Vocational Education
and
The University of Tennessee College of Education

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I. INTRODUCTION

The Tennessee Research Coordinating Unit for Vocational Education is operated as an integral part of the Department of Vocational-Technical Education at the University of Tennessee, Knoxville. The RCU is funded on a contract basis each fiscal year after a program of activities is developed jointly with the State Division of Vocational-Technical Education and the Department of Vocational-Technical Education at the University. Funding is shared approximately 75 percent with State and Federal funds and 25 percent with University funds. Some specific projects are funded by other agencies such as the State Advisory Council on Vocational Education and the Tennessee Valley Authority.

Objectives

The basic objectives of the Tennessee RCU have not changed in the past two years. However, methods and procedures used to accomplish objectives have changed. The basic objectives are:

1. To collect and disseminate--to appropriate audiences--information on progress and application of occupational research.
2. To stimulate and encourage occupational education research and to develop research activities in state departments, colleges and universities, local school districts and non-profit educational organizations.
3. To coordinate occupational education research activities conducted by state departments, colleges and universities, local school districts and non-profit educational organizations.
4. To conduct occupational education research and development projects.

Research and Development Priorities

As a result of research and development activities, national, regional and state trends, advisory committee recommendations, and statewide conferences, research and development priorities have been established. The following priorities, in descending order, of the Tennessee RCU have been established:

1. The Development of Information Systems (document and data based)
2. Vocational-Technical Curriculum Development
3. Individualized Instruction
4. Guidance and Counseling
5. Teacher Education

Most of the RCU activities, including mini-grants, have been focused on these priorities.

During fiscal year 1974, priorities will be evaluated and analyzed to determine the emphasis of the RCU in future years.

Staffing

Since the nature of activities and source of funding vary, staffing patterns also vary. The RCU staff consists of professional, clerical, and supporting, and graduate assistant staff. The following is a list of RCU staff as of June 30, 1973:

Garry R. Bice
Director

Walter A. Cameron
Assistant Director

Dolores J. Wilder
Information Specialist

Paul Dixon
Regional Research and
Development Coordinator
East Tennessee

Edwin E. Lamberth
Regional Research and
Development Coordinator
Middle Tennessee

Larry W. Sanders
Regional Research and
Development Coordinator
West Tennessee

Gary Q. Green
Research Associate

Rella M. Hines
Research Assistant

Glen A. Reed
Special Assistant

Kendall Crutchfield
Librarian

Joanna Allman
Graduate Assistant

Mike Brown
Graduate Assistant

Judith Kieffer
Art Illustrator

Susan Sutton
Graduate Assistant

Vickie Bowman
Secretary, Research and
Development Office
West Tennessee

Brenda K. Breeden
Secretary

Jenny Cates
Secretary

Carole A. Deaton
Senior Clerk-Typist

Karen Nelson
Secretary, Research and
Development Office
Middle Tennessee

Kathy L. Teffeteller
Secretary

Marjorie M. Whaley
Senior Bookkeeper

Jenny Downen
Work Study Student

Karen Nave
Work Study Student

II. THE INFORMATION RETRIEVAL AND DISSEMINATION SYSTEM

Key components of the Information Retrieval and Dissemination System are (1) the central library located in Knoxville, (2) the fifteen Regional Resource Centers, (3) the three Regional Research and Development Offices, and (4) the Selective Dissemination of Information Sub-System.

During FY 1972-1973, a Career Education Corner was established in the library and the Out-of-State, RCU, and Community files were re-organized. The number of persons actually using the library on location, the total number of microfiche titles reproduced, and computer searches completed for the four quarters were as follows:

Persons Making Use of the RCU Library
FY 1972-1973

July 1 - September 30		277
October 1 - December 31		285
January 1 - March 31		214
April 1 - June 30		376
	Total	1,152

Microfiche Titles Reproduced
FY 1972-1973

July 1 - September 30		1,008
October 1 - December 31		719
January 1 - March 31		2,273
April 1 - June 30		1,977
	Total	5,977

Computer Searches Completed
FY 1972-1973

July 1 - September 30		6
October 1 - December 31		44
January 1 - March 31		34
April 1 - June 30		62
	Total	146

Approximately forty percent (40%) of the computer searches completed during this period were related to vocational-technical education. All searches were "new" with the exception of three which were updates of previous searches. The updates were determined by an increase in requests for searches on specific topics. In addition, a total of 114 manual searches were completed and 148 already completed computer searches were borrowed from the library.

In an effort to ensure maximum utilization of already completed searches, a quarterly Index to "Query" Computer Searches for September 1972 - December 1972 was printed and disseminated. This index is an update to the indexes of searches completed prior to this period (VT 015 446, VT 014 375). Activities for the near future include the dissemination of a Cumulative Index to "Query" Computer Searches, covering searches 0001 through 0402.

As manual and computer search requests were received throughout the year, request forms were filed and periodically reviewed to assist in updating the library Community Files. This technique provided descriptors necessary for establishing and further developing the files. The Community Files will continue to be expanded according to the nature and frequency of requests received. An example of some areas which have recently been expanded within the Community Files are:

Follow-Up Studies

Tennessee Manpower Needs / Employment Projections

In these areas, an attempt has been made to locate and catalog non-ERIC documents which are relevant and to identify and duplicate examples of evaluation instruments which could feasibly be used in research in these areas. Community Files materials (hardcopy) are then made available on a large scale by means of the Circulator, the RCU monthly awareness paper.

The RCU continued to publish and disseminate the RCU Circulator during fiscal year 1973. This bi-monthly newsletter has proven to be a valuable feedback mechanism from readers and is presently being mailed to 4,607 persons.

Regional Resource Center workshops were held in November 1972 and May 1973--the first focusing on Career Education while the second featured a presentation on uses of Data Paks for Educational Planning. Workshops for Regional Resource Centers will continue to be held twice yearly with RRC's serving as hosts and providing an opportunity for RRC's to view others in operation.

The Tennessee Selective Dissemination of Information Sub-System for Area Vocational Schools, State Technical Institutes, Community Colleges, and Secondary Schools was first initiated in September of 1972.

Using the 1972 Directory of Personnel in Vocational Education in Tennessee, a "faculty profile" was constructed for each school, listing the total number of teachers in each vocational instructional area. The profile serves as a key for assembling the SDI package for each school. The package provides individual teachers with sample listings of available materials in specific instructional areas on a regular basis (see Appendix A). In addition, the superintendent and/or principal was given an opportunity to both update the faculty profile for his school, designate a contact person who would always be responsible for distributing the SDI sheets (Appendix A) to the appropriate teachers, and request a mimeographed review of readers and reader-printers presently available.

It is hoped that the SDI Sub-System will both serve as a means of informing Tennessee vocational instructional personnel of the kinds of

instructional materials available from the RCU and also encourage the use of the fifteen Regional Resource Centers scattered throughout the State. During fiscal year 1972-73, the SDI Sub-System was organized so that materials for secondary schools and those for postsecondary schools would be mailed on alternate months from October through May.

In many cases, documents from the AIM indexes on topics such as cosmetology and cooperative education were limited. The Tennessee RCU SDI Sub-System has, therefore, proven to be a valuable checkpoint for the types of documents that are scarce in the VT Clearinghouse files and has put the Information Specialist in a position to be able to make recommendations for greater emphasis by the Clearinghouse in the instructional areas for which there is both a demand and little supply throughout the State of Tennessee.

In an effort to determine the relevance of the new SDI Sub-System to vocational instructional areas in Tennessee, a one-page questionnaire (Appendix B) was mailed to secondary and postsecondary institutions in April and May.

Although the percentage of return was under twenty-five percent (25%) in both groups and no statistical analyses of the data were made, questionnaire responses were summarized. Both secondary and postsecondary teachers responded positively to questions one through five, eight, and nine (see Appendix B). In responding to questions six and seven, those teachers who indicated that they did not have access to microfiche readers or reader-printers also indicated a lack of encouragement by the principals in the use of ERIC materials.

Teachers from all postsecondary schools responding indicated they had ordered microfiche, while only fifty percent (50%) of the secondary level teachers responding had ordered it.

In responding to question eleven, postsecondary level teachers had used ERIC materials most frequently for general information, while secondary teachers had used them for teacher instruction and for general information.

Comments provided in response to questions twelve and thirteen were as follows:

QUESTION 12 - Suggestions for Improvement

Comments: Secondary

1. Send out brochures telling us what you are offering or even better yet, come to one of our meetings and demonstrate what you have.
2. Faster service.
3. More detailed information.
4. I am just starting to learn to use this material.
5. Microfiche sounds helpful.
6. Sources for microfiche reader - cost - best one out - etc.
7. Yes. Make questionnaries and request forms up in mailer fashion for easier handling.

Comments: Postsecondary

1. Each vocational-technical school should have a microfiche reader.
2. Too much on high school level -- not enough on post-high school.
3. It would be easier on the eyes if print were larger.

QUESTION 13 - Additional Comments

Comments: Secondary

1. Louisiana has a course that I believe would be helpful to compile from if it were made available.
2. Not interested as school is out and I don't plan to teach next year.
3. If you have any readers around you would like to get rid of -- send it on.

4. I will check other questions after I have received and used the microfiche.

5. Company advertisement is not sufficient information.

6. No reader. Wanted to read, but couldn't.

Comments: Postsecondary

1. Where can I get a reader?

2. This has been my first experience with microfiche. It's terrific.

Publications

Twenty-three publications in the Research Series and six in the Information Series were completed this year. In addition, a career education annotated bibliography (Bibliography Series No. 1) was revised, updated, printed in three parts, and will be disseminated.

A complete listing of all RCU publications completed since July 1970 appears as Appendix C, along with a tally of the number of each disseminated during 1972-73. Appendix C also contains a list of duplicated materials disseminated in FY 1972-1973.

III. MINI-GRANTS

To fulfill the objective of stimulating and encouraging research and development activities, a mini-grant program which provides limited funds to local teachers, administrators, or teacher educators to conduct small projects of their own has been in operation for two years. In conjunction with this, the Regional Research and Development Coordinator provides technical assistance and advice on sources for funding to writers of proposals from local school systems.

For the period July, 1972, through June, 1973, the mini-grant program was funded at a level of $15,000. The funds for this period were expended for a total of 33 projects with two additional mini-grant projects funded out of the RCU general funds.

Abstracts of completed projects appear in Appendix D along with a map showing the location of each by number. The following page is a listing of the local contributions toward those projects supported by the RCU.

SUMMARY OF 1972-73 MINI-GRANTS

NAME	CODE NO.	COUNTY	LOCAL CONTRIBUTIONS	RCU TOTAL FUNDED
J. Marsh	024	Shelby	$ 210.00	$ 690.00
C. Smith	025	Maury	1,303.83	500.00
L. Wiberly	026	Knox	510.00	494.50
T. Richardson	027	Crockett	1,145.00	500.00
S. Evans	028	Robertson	---	500.00
E. Newman	029	Weakley	960.00	500.00
B. Farmer	030	Carter	351.00	527.20
R. Shipp	031	Rutherford	890.40	501.00
R. Lannom	032	Sumner	249.00	500.00
D. Hand	033	Robertson	610.00	500.00
F. McKenzie	034	Monroe	1,157.50	490.00
G. Morse	035	Knox	2,040.90	500.00
T. George	036	Knox	2,640.00	435.50
A. Greene J. Jenkins	037	Hardeman	310.00	446.80
L. Smith	038	Davidson	500.00	500.00
C. Sanders L. Clayborne	039	Maury	900.00	497.20
M. Burton	040	Davidson	500.00	500.00
A. Reid	041	Decatur	1,235.00	300.00
E. Jernigan	042	Anderson	10,420.00	500.00
B. Mays	043	McNairy	1,440.00	500.00
R. Henry	044	Robertson	1,025.00	500.00
W. Biddle	045	Hamblen	2,800.00	606.00
M. Reese G. Crabtree	046	Sumner	2,010.00	500.00
J. Davenport	047	Cannon	1,270.00	500.00
J. McInnis	048	Knox	3,580.00	500.00

SUMMARY OF 1972-73 MINI-GRANTS

(CONTINUED)

L. Crowder	049	Clay	1,264.00	500.00
C. Castellaw	050	Weakley	3,100.00	500.00
E. Veach	051	Cumberland	4,644.00	500.00
M. Felker	052	Haywood	525.00	200.00
M. Huff	053	Knox	220.00	202.75
		TOTALS	$48,445.63	$14,390.95

IV. COORDINATION OF RESEARCH ACTIVITIES

Presentations to Groups

Members of the RCU staff made various presentations during fiscal year 1973. The presentations have reached educators at all levels as well as public and private agencies. Some of the topics of the presentations were as follows:

1. "Project INFOE, Present and Future" - Vocational Guidance Workshop, Memphis
2. "Career Education and Career Information Systems" - Guidance in Business Education Workshop, Memphis State University, Memphis
3. "Project INFOE" - Knox County Teachers' Inservice Training Workshop
4. "Career Education - An Overview" - Alamo City Schools
5. "Management Information System Presentation" - Knoxville and Memphis
6. "Developing Career Corners for Career Education Programs" - John Sevier School, Maryville
7. "Manual and Computer Searching of the ERIC Files" - UT Graduate Class, Knoxville
8. "Research Techniques for ERIC" - UT Graduate Class, Knoxville
9. "INFOE" - Shelby County Counselors' Workshop
10. "Function of the RCU and a Look at Career Education" - Jackson State Community College
11. "RCU Services and Functions of a Regional R & D Office" - Manpower Development Training Center, Nashville
12. "RCU's Information System and Project INFOE" - East Tennessee Personnel and Guidance Association, Milligan College

13. "Creative Uses of Dictionary of Occupational Titles" - Knoxville

14. "The Implementation of Career Education at the Local Level" - Union County

15. "Career Education" - UT Special Education Interns, Knoxville

16. "M.I.S. Orientation Presentation" - State Division of Vocational-Technical Education Staff Meeting

17. "ERIC and Query" - UT Graduate Class, Knoxville

18. "Uses of ERIC" - Rehabilitation Counselors Workshop, University Center, Knoxville

19. "How General Cooperative Education Fits into Career Education" - General Cooperative Education Employee-Employer Banquet, Kenton

20. "RCU Services and the Regional Research and Development Office" - Gallatin Board of Education and Volunteer State Community College

21. "Role of RCU in Curriculum Development and Dissemination in Career Education" - Delta Development District, Career Education Conference, Memphis

22. "Uses of ERIC Files" - Graduate Class, U. Knoxville

23. "Orientation to ERIC Computer Searches" - Graduate Class, UT Knoxville

24. "RCU Services for Co-op Coordinators" - State Workshop for Part G Co-op and Placement Coordinators, Murfreesboro

25. "Implementing a Career Information Program" - Superintendents of Northeast Alabama Co-op, Huntsville, Alabama

26. "ERIC and RCU" - Presentation to Occupational Home Economics Workshop, UT Knoxville

27. "M.I.S. Orientation Presentation" - Chattanooga Vocational Inservice Session, Chattanooga

28. "Use of ERIC and INFOE Information Systems as a Tool for More Effective Counseling" - Summer Guidance Counselors Workshop, Knoxville

Conferences

During the past year, members of the RCU staff have attended numerous meetings and conferences. The major conferences are as follows:

1. USOE Reports Conference, Atlanta Regional USOE
2. Meeting of Honorary Fraternity of Business and Office Education Teachers, Memphis State University
3. Memphis State University Statewide Business and Office Education Conference
4. West Tennessee Education Association Meeting, Memphis
5. Sixth Annual National Vocational-Technical Teacher Education Seminar, Ohio State University
6. West Tennessee Supervisor's Conference, Jackson
7. "Women in the World of Work" Seminar/Workshop, Raleigh, North Carolina
8. Pre-AVA Research Session - Workshop participation
9. State Staff Meeting on Program Evaluation, Murfreesboro
10. Meeting of Sumner County Vocational Education Teachers, Gallatin
11. Participated in State Staff Conference on Management by Objectives for Division of Vocational Education, Nashville
12. Workshop on Evaluation of Secondary Vocational-Technical Education, Mrufreesboro
13. National RCU Personnel Conference, Atlanta, Georgia
14. Conference on Career Education, National Chamber of Commerce, Washington, D. C.
15. EPDA Coordinators Meeting, Washington, D. C.
16. AERA, New Orleans

17. Northwest Tennessee Development District Governor's Sub-Conference on Career Education, UT Martin

18. West Tennessee Regional Supervisors Conference, Brownsville

19. National Dissemination Conference, Chevy Chase, Maryland

20. ERIC Data Base Users' Conference, Washington, D.C.

21. TVA Luncheon, Nashville

22. Southwide Research Coordinating Council, Spring Meeting, Chairman of Session, San Antonio, Texas

23. Exhibited ERIC and INFOE materials at the Tennessee Personnel and Guidance Association Convention, Memphis

24. West Tennessee Supervisors Conference, Jackson

25. Governors Sub-Conference on Career Education for Southwest Development District, Jackson

26. State FHA Convention, Knoxville

27. Tennessee Librarians Association Convention, Knoxville

28. Education Commission of States Annual Meeting (Presented Booth Featuring RCU Information System), Minneapolis

29. Annual State Manpower and Training Conference, Murfreesboro

30. State Workshop for Part G Co-op and Placement Coordinators, Murfreesboro

31. Regional USOE Reporting Conference, Atlanta

32. Conference on the Community/Junior College, UT Nashville

33. Career Education Planning Conference, Selmer

34. Mid-Cumberland Regional Conference on Career Education, Gallatin

35. AVA - Chicago, Illinois

36. Governors Conference on Career Education - Nashville

Consultant Services

During the year, staff members have provided consultant services to the following institutions and agencies:

1. The Center for Vocational and Technical Education, Columbus, Ohio

2. Teachers of the Grundy County School System
3. Contemporary Curriculum for Career Development, Knox County
4. Memphis City Schools - Project SPAN
5. Tullahoma Career Education Project (Title III)
6. UT - School Planning Lab (School for the Deaf Project)
7. Tennessee Appalachia Education Cooperative
8. The Area Vocational-Agricultural Teachers Meeting, Columbia
9. The Area Vocational-Agricultural Teachers Meeting, Mt. Juliet
10. School Programs in Career Education (SPICE)
11. State Planning Office, Jackson
12. DECA Leadership Conference, Jackson
13. Haywood County Schools, Brownsville
14. Memphis State University, Memphis
15. Manpower Development Training Center, Nashville
16. Decatur County Schools, Decaturville
17. Crockett County Board of Education, Alamo
18. Lincoln Memorial University, Harrogate
19. Southwest Tennessee Development District, Jackson
20. Henry County High School, Paris
21. Manpower Development and Training and Public Employment Personnel Staff, Nashville
22. Northwest Tennessee Development District, Jackson
23. Bureau of Educational Research and Service, UT Knoxville
24. Alabama Regional Council of Government, Human Resources Program, Alabama
25. Paris Area Vocational-Technical School, Paris
26. Germantown High School, Germantown

27. Superintendents of Gibson County, Union County, Henry County, and County Judges of Henry and Obion Counties, Tennessee

28. District Five and Six DECA Leadership Conference, Gallatin

29. Shelby County High Schools, Workshop on INFOE for Teachers and Counselors, Shelby County

30. Superintendents of Lake County Schools, Crockett County Schools

31. Co-Chairman of Delta Development District Career Education Committee

32. RCU Planning Conference, UT Knoxville

33. Pulaski Area Vocational-Technical School, Pulaski

34. State Department of Corrections, Nashville

35. Nashville Area Vocational-Technical School, Nashville

36. Part G Co-op and Placement Coordinators, M.T.S.U.

37. Top of Alabama Regional Council of Government - Human Resource Program, Alabama

Miscellaneous Activities

1. Hosted the Region II National Dissemination Conference

2. Sponsored a booth displaying RCU materials and functions at the East Tennessee Education Association Annual Meeting held at UT Knoxville

3. Was invited to be the only Information Dissemination System displaying a booth at the Education Commission of the States Annual Meeting in Minneapolis.

V. RESEARCH ACTIVITIES

The following are summaries of the major activities undertaken and/or completed during the period covering July 1, 1972, through June 30, 1973.

A. Management Information System

Management Information System (development began in fiscal year 1971) collects basic demographic, attitudinal and enrollment accounting data on vocational-technical students and teachers in units varying in size from the entire state to a single class. Steady progress has been made in refining the system. During fiscal year 1973 system development was aimed primarily at making the data generated by the system more accurate and making the system itself more efficient and flexible. The major facets of fiscal year 1973 development of the Management Information System were:

1. The introduction of computer assistance in the dissemination of reporting materials.
2. Major reductions in the occurrence of random errors in the data through the sophistication in internal checking procedures.
3. Full integration of locally administered adult vocational programs in the system.
4. The establishment of midyear and end of year update procedures, including provisions for additions, deletions and changes in student and personnel records.
5. Several new output options, including a Directory of Vocational-Technical Personnel by school and mailing labels to principals or selected personnel.
6. Provisions for the identification and tabulation of duplicate student enrollment records.
7. Development of output storage and retrieval procedures to enhance the cost effectiveness of the system.

8. Full integration of follow-up data collected on computer-imprints optical scan instruments providing information on individual students.

B. Occupational Information System Development

INFOE - PHASE II

Project INFOE (Information Needed for Occupational Entry) was begun in October, 1971. During the pilot phase (October 1, 1971 - June 30, 1972) a deck of aperture cards containing localized information on 200 careers was tested in secondary schools in Tennessee. The pilot test conducted in 89 secondary schools was designed to assess the feasibility of establishing a statewide system for gathering and disseminating educational and career information through the medium of microfilm aperture cards. The pilot phase was very successful as attested by the favorable reactions of counselors and students to the information contained in the INFOE deck.

During the year July 1, 1972, through June 30, 1973, the following INFOE activities were completed:

1. An additional 200 job titles were added to the basic INFOE deck of 200 job titles.

2. Inservice training on the use of INFOE materials was provided for an additional 100 counselors.

3. An additional 150 INFOE student guides and 125 INFOE counselor guides were disseminated to counselors.

4. An INFOE Program Offering Deck--consisting of two mini-decks: Vocational Programs (50 cards) and Technology Programs (42 cards) -- was developed and disseminated to 120 schools.

5. An INFOE Postsecondary Institution Deck consisting of four mini-decks was developed and disseminated to 120 schools. The four mini-decks are:

   a. State Area Vocational-Technical Schools -- 27 cards
   b. State Community Colleges, Technical Institutes and Junior Colleges -- 18 cards.

c. Four-Year College and Universities -- 46 cards
d. Selected Out-of-State Institutions -- 35 cards

6. Educational offering data for the student and counselor guides were updated.

ELEMENTARY INFOE

Elementary INFOE (Information Needed for Occupational Exploration) is a career information program designed to provide fourth, fifth, and sixth grade students with basic information on career clusters and general information on specific job titles. Twenty INFOEscripts for each of the 15 clusters identified by the U.S. Office of Education were developed. One INFOEscript for each cluster consists of a six-page introduction to the cluster. In addition, 19 four-page scripts for each cluster contain information on specific job titles.

Elementary INFOE is a developmental project funded by the Tennessee Valley Authority for develpment of career information materials for use by elementary schools in five of the seven Tennessee Valley states. The specific objectives of the study which is to be conducted between October 1, 1972, and December 3, 1973, are:

1. Develop 300 microfiche aperture cards containing career information on 15 career clusters for use by 4th, 5th, and 6th grade students.

2. Pilot test the INFOE materials with elementary students selected from schools located in the following states: Alabama, Georgia, Mississippi, North Carolina, and Tennessee.

3. Provide inservice training and printed guides on the use of the INFOE materials to teachers and students in the pilot schools.

Elementary INFOE activities completed during the period from October 1, 1972, to June 30, 1973 were:

1. Duplication of materials for eight career clusters (a deck of 160 cards) was completed during February, 1972.

2. During March, 1973, inservice education sessions were conducted for a total of 30 teachers located in four different states. Teachers at each participating school were given two hours of instructions on how to use the INFOE materials in their classroom.

3. All participating teachers were given a teacher's guide designed to assist teachers in making effective use of the materials. In addition, student guides on the INFOE materials were made available for use by all students in the experimental schools.

4. Randomly selected students from experimental and control schools were pretested on their knowledge of careers before any INFOE materials were used in any of the experimental schools.

5. Materials on the additional seven career clusters have been compiled and will be disseminated to participating schools during the Fall of 1973.

C. Selected Data for Educational Planners

"Data Paks", a series of ninety-five booklets (one for each county in the State of Tennessee), were compiled by the Tennessee Research Coordinating Unit for Vocational Education in the interest of promoting viable Educational Planning at the state and local level. The data presented were chosen for practical value in determining which vocational course offerings would be of the greatest value to the community as a whole after considering both the demographic and economic growth patterns. By combining data found in various sections of each booklet with the knowledge available only to those persons dealing with the practical realities of day-to-day operations, it is hoped that the strengths of both the theoretician and the practitioner will emerge by causing operational decisions to be based upon hard data.

All data presented is developed in accord with standard statistical and accounting practices and should be highly predictive of group trends.

Data are not intended to be treated as absolutes or 'isolates but to be used for normative predictions.

D. A Follow-up of Selected Farragut High School Students

At the request of Dr. Mildred Doyle, superintendent of Knox County Schools, a follow-up of the students who were in the ninth grade at Farragut from 1959-1967 was completed by the RCU.

The purpose of the study was to determine whether Farragut students were benefiting from the present curriculum. It was determined that the majority of Farragut students attend college, but many of these students fail to graduate. It was recommended that Farragut include a vocational-technical program with their present curriculum.

E. The Comparison of a Comprehensive Team Visit Evaluation Procedure and a Self-Administered Checklist Evaluation Procedure for Evaluating Vocational-Technical Programs

In order to effectively and efficiently plan and/or redirect vocational programs, a thorough, systematic, and continuous evaluation procedure must be devised. In addition, the evaluation procedure must not be complex or consume excessive amounts of human and financial resources.

Dr. John Ray, Associate Professor, Curriculum & Instruction, University of Tennessee, Knoxville, has developed a self-checklist for evaluating vocational programs for the Tennessee RCU. Because the Ray Self-Checklist if self-administered and does not require an on site visit, it would appear to be a more efficient and effective method of evaluating state vocational programs. Before the checklist is widely distributed and used, it is important to determine whether it will actually yield information about the quality of vocational programs which heretofore has been accomplished only by team

visit forms of evaluations. Therefore, the problem of this study is to determine whether a checklist system of evaluation obtains comparable results as a system utilizing self-studies and team visits.

In order to compare these two methods of evaluation, the following procedures are being utilized:

1. Summary reports of evaluations completed by the State Division of Vocational-Technical Education visiting teams have been obtained and converted to the Ray Self-Checklist by a panel of experts.

2. The Ray Self-Checklist was administered to the principal, counselor, and teacher of a randomly selected vocational program in each of the fourteen school systems which have been evaluated by the State Division for Vocational-Technical Education in 1972-1973.

3. The final step of this phase of the study (which has yet to be done) will be to take the original onsite visit data converted to the Ray Self-Checklist form by the panel and compare it, element by element, with the self-evaluation completed by the local school professionals to determine if the deviations are significantly different.

F. Survey of Regional Research and Development Offices

The Regional Research and Development Offices are being examined to determine their feasibility, services provided, cost and analysis of RCU product users and their needs. (Study in progress).

G. Career Education and the School Counselor in Tennessee

This report is based on data and information gathered for a study initiated and funded in 1972 by the Tennessee State Advisory Council in Vocational Education through the Tennessee Research Coordinating Unit for Vocational Education.

The study determined that the prospects for competent career education counseling are extremely limited in Tennessee at this time. Counselors are

poorly trained and appear to have a limited comprehension of either occupational education or career education. Students are in need of both career information and personal contact -- both could emanate from a more broadly based counseling program.

H. Analysis of RCU-Funded Mini-Grant Projects

A questionnaire designed to determine what changes, modifications, and innovations had occurred as a direct result of the mini-grant project was sent to mini-grant project directors.

The survey found that:

1. Ninety-three percent of the project directors respondings felt that positive changes had occurred in their school or school system as a direct result of their project. In addition, 50 percent indicated that a new program or programs had been initiated as a direct result of the mini-grant project.

2. Eighty percent indicated that they would recommend a continuation of their project either now or in the future.

3. Sixty percent indicated that additional work is being done along the lines of their project.

4. Mini-grant project directors felt that their school system (70%), vocational educators (80%), administration (70%), and students (99%) had benefited from their project.

VI. FUNDED PROJECTS

A. Development of an Evaluation Model for Tennessee Secondary Vocational-Technical Education Programs

The basic purpose of this study was to establish a model for the evaluation of the quality of vocational-technical education programs in the State of Tennessee.

The research team secured agreement on a consensus definition of "quality" and the twenty most important components for quality vocational-technical programs from a representative group of vocational-technical personnel across the State of Tennessee. Vocational-technical personnel ranked the identified components as "Essential," "Highly Desirable," or "Desirable."

The study showed that among vocational-technical program areas there is general agreement as to what constitutes components of a quality program.

From the data, it was possible to create a non-complicated model which can be used to assess the relative position of local programs with regard to those components identified as measuring quality programs.

B. Cost Analysis of Secondary School Vocational Education Programs

A cost analysis study of secondary school vocational education programs was conducted by Dr. George W. Harris, Jr. and Dr. O. Kenneth O'Fallon of the Bureau of Educational Research and Service, College of Education of the University of Tennessee for the Research Coordinating Unit. This cost analysis extended over a period of six months (January 1 through June 30, 1973). The primary emphasis of the study was to identify and describe the costs of vocational education at the secondary level. The findings of this research study may be used as indicators of the delivery cost of vocational education units.

A major need in the Tennessee public school system is determining present operational costs of vocational-technical education programs on a per pupil basis. Without such operational costs estimates, educational planners cannot be expected to project either adequate or accurate program costs.

The data collected as a result of this survey were organized to indicate the cost per student per program element of vocational-technical education in the State of Tennessee. Direct, indirect, and total costs per program element per pupil contact hour are shown. The vocational course offering "Electrical Occupations" reflects the lowest cost per pupil contact hour at $.64. The highest cost per contact hour was found to be $3.10 for "General Office Clerks."

The data derived from the study were also organized to reflect a cost comparison per program element. This cost comparison reflects both the high and low costs per composite program element and also provides a

mean cost.[1] The high and low costs represented are indicators of extremes in cost for each program element. The mean cost results from all the costs for all sample schools being divided by the total sample contact hours. These data should help in projecting cost per contact hour by program element. The high mean cost per contact hour found was for "Graphic Arts, Other" and was $1.97 per pupil contact hour. The low mean cost was $.77 per pupil contact hour for "Comprehensive Homemaking."

The data were further organized to forecast a mean cost per program element for a period of five years by utilizing a five percent (5%) inflationary exponential factor. This five year projection will be based on enrollment figures existing within the selected sample per program element. Cost per contact hour for vocational education per program element was also projected for a period of five years using the same exponential formula, but on the basis of maximum student enrollment.

The data are also arranged to illustrate direct and indirect costs which directly contribute to the delivery cost of each program element. These data are shown in a cost break-out chart.

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[1]Represents a consolidation of two or more similar course offerings.

VII. RESEARCH AND DEVELOPMENT OFFICES

Three regional research and development units of the Tennessee RCU (implemented in 1971) continued to serve vocational-technical education clientele. The regional units are located in West, Middle and East Tennessee.

The primary purpose of the three regional units is to offer research and development services to local clientele. The specific objectives of the regional units are to:

1. Assist local clientele in locating vocational-technical education information and instructional materials upon request.
2. Encourage the adoption of "educational innovations" among educators.
3. Assist local clientele in submitting and completing a mini-grant study.
4. Assist clientele with the development of proposals for research and exemplary programs.
5. Provide technical assistance to local clientele.
6. Stimulate use of RCU library and the RCU ERIC Resource Centers by all educators.
7. Stimulate teachers and others to implement follow-up studies.
8. Assist with the development and implementation of community surveys as a basis for program planning.
9. Conduct "small" research projects or surveys initiated by the central RCU.
10. Assist with the dissemination of research results and the development of dissemination strategies.

VIII. FUTURE ACTIVITIES

The following major activities are planned for the coming year.

A. The Information Retrieval and Dissemination System

Within the Information System, future development of the SDI Sub-System will include refinement of the instructional terminology used in preparing SDI sheets through personal interaction with area school instructors during a series of inservice workshops and expansion to include all vocational instructors at Community Colleges in the fall of 1973. Retrieval of documents for SDI sheets will become, at least for some instructional areas, partially computerized.

Active participation in a series of Inservice Workshops for area vocational-technical school instructors will hopefully provide "hands-on" experience in the use of ERIC materials. Visits will also be made to those Tennessee institutions with ERIC standing orders in order to inform educators throughout the State of the potential uses of the ERIC files, to encourage and increase the use of collections elsewhere in the State, and to develop expertise in search techniques among selected college of education faculty in other parts of the State.

B. Occupational Information System Development

Future steps to be followed in expanding the services of the INFOE program for secondary schools include:

1. During September, 1973, all participating secondary schools will be sent copies of the educational offering update information for the student and counselor guides and copies of the Program Offering and Institution Decks.

2. During October, 1973, new INFOE career decks consisting of revised aperture cards for the 400 job titles now being used and an additional 100 new job titles will be disseminated.

3. A complete set of the three INFOE decks will be made available to any secondary or postsecondary school in Tennessee requesting it. In addition, inservice training to orient counselors to the use of the INFOE materials will be provided.

4. Information will be colelcted on an additional 100 job titles to be added to the Career Deck.

5. Data presented in student and counselor guides will be continuously updated throughout the year.

Future steps to be completed for Elementary INFOE include:

1. Materials on seven additional clusters will be disseminated to participating schools during the first two weeks of September 1973. In addition, inservice education sessions on the use of the materials will be provided for all new teachers.

2. All students who were pretested on their knowledg of careers will be posttested during the last week of November, 1973. In addition, all participating teachers will be asked to complete a questionnaire designed to obtain their reactions to the use of the INFOE materials.

3. Student and teacher evaluative data will be analyzed and the final report will be completed during December, 1973.

4. The decision to revise, disseminate as is, or terminate the Elementary INFOE program will be made based on the results of the pilot study. If results are positive, materials will be made available to other schools on a cost recovery basis.

C. Management Information System

Development of the Management Information System during fiscal year 1974 will be directed toward meeting the following goals:

1. Inclusion of postsecondary vocational-technical education programs in the Student/Personnel Accounting Sub-System.

2. Inclusion of sample follow-up data obtained directly from students to supplement comprehensive follow-up data currently obtained from teachers.

3. Greater coordination of M.I.S. activities with general information dissemination activities of the RCU. This would include increasing the availability for M.I.S. generated data to all RCU clientele.

4. Investigation of the capacity for the integration of currently available census data with student/personnel data through electronic processing techniques.

5. Integration of the Student/Personnel Accounting Sub-System with a sub-system measuring the manpower needs of the state economy.

6. Integration of the Student/Personnel Sub-System with a cost analysis sub-system.

D. Mini-Grants

The mini-grant program will continue with emphasis on larger grants ($1,000) awarded for cooperative research efforts by two or more schools or a school system.

E. Other

Feasibility Study for determining the need for state technical institutes in the East Tennessee Region.

APPENDIX A

SECONDARY

SELECTIVE DISSEMINATION OF INFORMATION

FACULTY PROFILES

Instructional Area	Number of Teachers
ADAMSVILLE HIGH SCHOOL	
Vocational Agriculture	1
Home Economics	1
CHUCKEY DOAK HIGH SCHOOL	
Vocational Agriculture	2
Home Economics	1
Distributive Education	1
Marketing	
ALAMO HIGH SCHOOL	
Vocational Improvement Program	1
Vocational Agriculture	1
Home Economics	1
Trade & Industry	1
General Building Trades	
Office Occupations	1
Distributive Education	1
Marketing	
ALCOA HIGH SCHOOL	
Home Economics	1
Office Occupations	1
ANTIOCH HIGH SCHOOL	
Automotive/Machine Shop/Welding	1
Vocational Agriculture	1
Cooperative Education	1
BOLTON HIGH SCHOOL	
Vocational Agriculture	2
Home Economics	2
Office Occupations	1
SHADOW LAWN LEARNING CENTER	
Counseling	1
Home Economics	1
Automotive/Machine Shop/Welding	1
Commercial Graphics	1
Vocational Agriculture	1
Ornamental Horticulture	
Basic Vocational	1

POSTSECONDARY

SELECTIVE DISSEMINATION OF INFORMATION

FACULTY PROFILES

Instructional Area	Number of Teachers
MCKENZIE AREA SCHOOL	
Auto-Machine-Welding	4
Office Occupations	2
Electronics/Electricity	1
Industrial Electricity	
Drafting	1
Related Areas	1
Refrigeration	1
PARIS AREA SCHOOL	
Health Occupations	4
Sheet Metal	2
Electronics/Electricity	1
Auto/Machine/Welding	1
Nursing	1
HENBERN AREA SCHOOL	
Office Occupations	2
Related Areas	2
Auto/Machine/Welding	4
Electronics/Electricity	1
Refrigeration	2
Health Occupations	3
Drafting	1
SAVANNAH AREA SCHOOL	
Auto/Machine/Welding	4
Office Occupations	1
Electronics/Electricity	1
Nursing	1
Refrigeration	2
Related Areas	1
Drafting	1
RIPLEY AREA SCHOOL	
Office Occupations	2
Health Occupations	1
Auto/Machine/Welding	1
Electronics/Electricity	1

TENNESSEE

AGRICULTURAL EDUCATION

The following is a list of recent documents available on microfiche from the Tennessee Research Coordinating Unit. Microfiche, a 4" x 6" sheet of film, contains up to 70 pages of printed materials in reduced form. For microfiche copies of these documents or answers to questions you might have, contact the RCU or the Regional Resource Center nearest you.

* *

VT 000 946 ED 045 856
AGRICULTURE II: A CURRICULUM UNIT OUTLINE FOR VOCATIONAL AGRICULTURE. South Carolina State Department of Education, Columbia.

For use in teaching second-year vocational agriculture, this curriculum guide outlines the subject matter content, giving suggested time allotment, suggested resource materials, and detailed lists of references. The subject matter, often posed in the form of problems, includes units on: Importance of Agriculture, Crop Production, Plant Science and Soils, Farm Home and Family, Farm Mechanics, Conservation of Natural Resources, and Animal Production.

VT 000 949 ED 045 856
AGRICULTURAL PRODUCTION AND MANAGEMENT: A THIRD YEAR CURRICULUM FOR VOCATIONAL AGRICULTURE. South Carolina State Department of Education, Columbia.

For use in teaching third-year vocational agriculture classes, this curriculum guide provides content and problems to be solved, suggested time allotment, and references. A list of additional reference publications and brief instructions for determining the need for resource materials are also given.

VT 000 959 ED 045 856
AGRICULTURAL INSTRUCTION, UNITS I-VIII. Los Angeles City Schools, California.

For use in vocational agriculture classes, this manual consists of eight instructional units. Units provide information sheets and operation sheets containing purpose, activities and procedures, problems, and questions for each of the topics covered under the general unit headings. The guide is illustrated with numerous line drawings and diagrams.

VT 000 300 ED 045 856
A SPECIALIZED COURSE OUTLINE FOR ADVANCED VOCATIONAL AGRICULTURE STUDENTS IN AGRICULTURAL SUPPLY, SALES AND SERVICES. Alabama State Department of Education, Montgomery.

This guide is for use in conducting a specialized course in agricultural supplies, sales and services for advanced vocational agriculture students. Objectives of the course are to train students for future employment in the field, to aid students in developing the personality traits and ability needed in agricultural sales and services, and to assist students in developing a sense of responsibility through leadership activities in The Future Farmers of America (FFA).

THE UNIVERSITY OF TENNESSEE
COLLEGE OF EDUCATION
KNOXVILLE, TENNESSEE 37916

TENNESSEE RESEARCH
COORDINATING UNIT FOR
VOCATIONAL EDUCATION
[illegible]
615-974-2332

MEMO

TO: Tennessee Secondary School Principals

FROM: Dee Wilder, RCU Information Specialist

RE: Selective Dissemination of Information (SDI) Sheets

DATE: November 6, 1972

Enclosed please find a package of materials which was assembled especially for the counselors and teachers of vocational subjects at your school. In an effort to inform secondary school vocational teachers of the kinds of instructional materials available from the RCU, I am providing individual teachers with sample listings of available materials in their specific instructional areas on a regular basis (every other month).

I hope that this will encourage the use of the thirteen Regional Resource Centers (RRC's) scattered throughout the state where reader-printers may be used to read documents which are on microfiche. A complete listing of the RRC's with the contact person at each location is enclosed. If there is already a reader or reader-printer located in your school, I would appreciate your letting me know by completing the enclosed form and mailing it to me.

I would appreciate either you or one of your staff distributing the enclosed materials to the proper individuals. In addition, please take the time to check the enclosed Faculty Profile against your current faculty directory. As the 1972 Tennessee Directory of Personnel - Vocational-Technical Education was used to compile the faculty profile, I am sure that there are changes which need to be made and hope you will contact me regarding these additions or corrections.

DW:bb

Enclosures

A UNIT SPONSORED COOPERATIVELY WITH THE STATE DIVISION OF VOCATIONAL EDUCATION

APPENDIX B

RCU SDI QUESTIONNAIRE

Please circle the answer which most adequately describes your feelings with regard to the SDI sheets that you have received from the Tennessee Research Coordinating Unit.

PLEASE RETURN TO:
Mrs. Dee Wilder
Information Specialist
Research Coordinating Unit
909 Mountcastle Street
Knoxville, TN 37916

****

1. Do the SDI sheets contain information that is relevant to your field? YES NO

2. Do the SDI sheets contain enough information to help you decide whether you want to order the microfiche? YES NO

3. Do you feel that the microfiche copies are easy to order? YES NO

4. Are you satisfied with the length of time it takes to receive the microfiche? YES NO

5. Are the microfiche copies, in general, clearly printed and easy to read? YES NO

6. Is there a microfiche reader readily available for your use? YES NO

7. Has the administrator at your school encouraged you to read and use the SDI sheets? YES NO

8. Does the information on the SDI sheets accurately describe the content of the microfiche that you have received? YES NO

9. Has the information you have received on microfiche been helpful to you? YES NO

****

10. Have you ordered microfiche? YES___ NO___ If no, why not?_____

_____

11. How did you use the microfiche? (please check)

___instrumental materials ___course research requirements
___general information ___teacher instruction
___demonstration ___other

****

12. Suggestions for improvement: _____

_____

13. Any additional comments: _____

_____

(use back of sheet if necessary)

APPENDIX C

PUBLICATIONS OF THE
TENNESSEE RESEARCH COORDINATING UNIT

Research Series		Number Disseminated 1972-73
No. 1	A Study of the Vocational Needs of Union County Charles M. Temple (April 1971) (Mini-Grant)	2
No. 2	A Study of the Vocational Needs of Hancock County Charles M. Temple (June 1971) (Mini-Grant)	1
No. 3	A Study of the Vocational Needs of Claiborne County Charles M. Temple (June 1971) (Mini-Grant)	2
No. 4	Final Report: Information Retrieval and Dissemination System for Vocational Education (July 1, 1971 - June 30, 1972) Dolores J. Wilder (ED 056 215)	35
No. 5	An Analysis of Summer Programs for Disadvantaged Students - Summer 1970 Billy Landers (First in a series of analysis papers)	
No. 6	Manual for Local Evaluation - Second Edition Dr. Don Brown (ED 064 485) (November 1971)	6
No. 7	The Relationship Between Supervisor and Students Evaluations of Teaching Effectiveness of General Business Teachers Betty Jean Brown (June 1971) (Mini-Grant)	
No. 8	Directory of Public and Private Secondary Schools Offering Vocational Programs in Tennessee Dolores J. Wilder, Editor (May 1972)	20
No. 9	Directory of Public and Private Postsecondary Schools Offering Vocational Programs in Tennessee Dolores J. Wilder, Editor (May 1972)	22
No. 10	A Study of the Impact of Industrial Development in Education in Northwest Tennessee Joe L. Casteel (December 1971) (Mini-Grant)	

		Number Disseminated 1972-73
No. 11	The Development of a Prediction Model to Determine the Appropriate Level of Entering Students in Mathematics Herbert L. Hooper, Jr. (September 1971) (Mini-Grant) (ED 065 336)	
No. 12	A Study of the Vocational Needs of Greenfield, Tennessee High School Jerry L. Moore (May 1972) (Mini-Grant)	
No. 13	Drafting Skills and Related Knowledge Needed for Employment in Engineering and Architectural Firms in the State of Tennessee Samuel G. Dlugach (1972) (Mini-Grant)	285
No. 14	A Followup Study of the 1969 and 1970 Business Majors of Bradley Central High School, Cleveland, Tennessee Edith Baldree (April 1972) (Mini-Grant)	134
No. 15	Making Demonstrations More Effective Dr. David G. Craig (June 1972) (Mini-Grant)	
No. 16	Planning and Evaluation Skills Workshop Jack Carr and John W. Schaerer (June 1972) (Mini-Grant)	
No. 17	Incentive Program for Students in Vocational Agriculture of Hamlett-Robertson High School Fred Colvett (June 1972) (Mini-Grant)	
No. 18	Pre-Employment Laboratory Training in Occupational Child Care Mary Jane Windham (June 1972) (Mini-Grant)	
No. 19	Project NITRO - New Information to Release Opportunities: A Plan for Disseminating Information Relative to all Phases of a New Vocational-Technical School Bill Calkin (1972) (Mini-Grant)	
No. 20	Followup Study of the Graduates of Smith County Vocational-Technical Education Students Mary Wilburn (September 1970) (Mini-Grant)	

		Number Disseminated 1972-73
No. 21	An Individualized Approach to Instruction to Distributive Education Nancy V. Holland (June 1972) (Mini-Grant)	
No. 22	Relationships Among Selected Occupational Experience Programs in Secondary Schools John D. Todd (August 1972) (Mini-Grant)	134
No. 23	A Survey to Determine the Vocational Needs of the Community Joe Martin (June 1972) (Mini-Grant)	
No. 24	Planning of Program and Facility Needs for Cocke County Schools O. K. O'Fallon (February 1972) (Mini-Grant)	2
No. 25	Post-High School Activity of Graduates Who Immediately Enter the Labor Market Edward E. Williams (Mini-Grant)	
No. 26	A Self-Contained Mathematics Package to Supplement the Mathematics Curriculum in the Teaching of Elementary Trigonometric Functions Weymouth H. Martin (May 1972) (Mini-Grant)	
No. 27	Post-School Inventory: Selected Students from Farragut High School. Final Report. Dr. Garry R. Bice (January 1973)	
No. 28	A Report on the Development and Evaluation of an Occupational and Service Placement Office James Schott and Carol D. Bailey (October 1972) (Mini-Grant)	
No. 29	Followup Study of the VOE Graduates of Haywood High School and Office Survey of the Area Surrounding Haywood High School Mary Jane Felker (May 1973) (Mini-Grant)	
No. 30	Supplementary Instruction with Sound on Slides and Work Sheet - Hawkins County James Allen (February 1973) (Mini-Grant)	

		Number Disseminated 1972-73
No. 31	Development and Evaluation of a Programmed Unit of Instruction on Mail Services - Anderson County Elizabeth Cress (March 1973) (Mini-Grant)	
No. 32	Student Guidance and Placement of Hardin County Central High School Kathryn McReynolds (May 1973) (Mini-Grant)	
No. 33	An Emphasis on Student Vocational Education and a Study of Community Vocational Opportunities Tommie Richardson (May 1973) (Mini-Grant)	
No. 34	Followup of Vocational Graduates of Lake County High School and Survey of Job Placement Will Ann Avery (May 1973)	
No. 35	Introduction to Careers Joe Martin (June 1973) (Mini-Grant)	

Information Series

No. 1	Your Key to Easier Research Garry R. Bice and Robert U. Coker (October 1970)	11
No. 2	ERIC and the RCU Dolores J. Wilder	
No. 4	Report of the Statewide Invitational Conference on Curriculum Development in Vocational-Technical Education (March 1971)	
No. 5	Index to "Query" Computer Searches - October 1970 - February 1972 Dolores J. Wilder and Rella Hines	219
No. 6	Tennessee Cooperative Coordinator's Handbook Jimmie Thrash and Bill Radcliff (February 1972)	1
No. 8.	Your Key to Easier Research, Revised Edition Garry R. Bice and Robert U. Coker (October 1971)	5
No. 11	Management by Objectives Conference Report Ronald L. Hubright (November 1971)	

		Number Disseminated 1972-73
No. 12	Final Report - Tennessee RCU - July 1, 1971 - June 30, 1972	129
No. 13	Index to "Query" Computer Searches - February - August, 1972 Dolores J. Wilder and Rella Hines	125
No. 14	Index to "Query" Computer Searches - September - December, 1972 Dolores J. Wilder and Rella Hines	150
No. 15	First Interim Report (September 1, 1971 - August 31, 1972, EPD Act, Part F. Section 552, Graduate Fellowships	150
No. 16	ERIC and the RCU (Revised Edition) Dolores J. Wilder, Helen Hafford, and Rella Hines (April 1973)	70
No. 17	An Analysis of RCU-Funded Mini-Grant Projects Sue Sutton (May 1973)	92

Bibliography Series

No. 1	Annotated Bibliography on Career Education - Preliminary Edition Dolores J. Wilder and Rella Hines (July 1972)	51
No. 2	Annotated Bibliography on Career Education - Final Edition (set of three books)	
	-For Administrators	17
	-For Secondary Educators	19
	-For Postsecondary Educators	44
	Dolores J. Wilder, Rella Hines, and Sue Sutton (June 1973)	

Other Publications

A Look at Career Education in Tennessee Bill Neal and Helen Hafford	1,029
Career Education and the School Counselor in Tennessee Garry Bice, Gary Green, and Robert Clater (April 1973)	100
Status and Image of Vocational-Technical Education in the State of Tennessee - 1971 Garry Bice and Gary Green	1

	Number Disseminated 1972-73
A Guide for Completing the Vocational-Technical Student Enrollment Form Garry Bice and Gary Green	
A Guide for Completing the Vocational-Technical Personnel Information Sheet Garry Bice and Gary Green	
A Study of the Salary Structure of Selected State Divisions of Vocational-Technical Education Garry Bice and Gary Green (June 1972)	47
The Status of Vocational-Technical Education in the Secondary Schools - 1972 Garry Bice and Gary Green	162
Selected Data on -------- County (Data Paks) 1973 Gary Green	1,932
Student Guide to Elementary INFOE Walter Cameron (1973)	1,000
Teacher's Guide to Elementary INFOE Walter Cameron (1973)	45
Counselor's Guide to INFOE Walter Cameron (1972)	225
Student's Guide to INFOE Walter Cameron (1972)	225
Project INFOE Report - Phase I Walter Cameron (October 1971 - June 1972)	5
A Guide to Writing Subproject Proposals Ronald L. Hubright (June 1972)	2
RCU Brochures	282
ERIC Student Brochures -- "Have a Research Paper? Let ERIC Help"	175
RCU Circulator	22,776
SDI Sheets	1,090
Duplicated Materials	
Career Education Speeches	460

	Number Disseminated 1972-73
Position Paper on Career Education	20
Followup Study Instrument #1 (Edith Baldree)	5
Followup Study Instrument #2 (Mildred Price)	5
Vocational Needs Instrument (Charles Temple)	5
Mini-Grant Project Guidelines	10
ERIC Alert	48
List of ERIC Clearinghouses	14
Job Placement Manual	1
Exemplary Program Evaluation Contemporary Curriculum for Career Development	4

APPENDIX D

024
Title: "The Learning Packet Approach to Teaching Auto Mechanics/Basic Electricity"
Principal Investigator: James Marsh
Institution: Memphis City Schools
Project Duration: July 1, 1972 - June 30, 1973
Funds Paid: $690

The primary objectives of this project are to identify the criteria governing the theories of learning and an appropriate vehicle of transmission for the theories, to develop learning packets which incorporate the concept of individualized instruction to measure the effectiveness of the process and the associations of variables in the learning act.

****

025
Title: "A Study of the Needs of the Vocational Home Economics Program and the Development of a Course in Bachelor Living for the Maury City Public School"
Principal Investigator: Carolyn Smith
Institution: Maury City Public School
Project Duration: August 28, 1972 - May 17, 1973
Funds Paid: $500

The main objective of the project is to develop curriculum guidelines, procedures, and materials for a course in bachelor living for boys in the Maury City Public School. The curriculum developed in this project will help the boys to realize that the family is the most important resource of our nation. The students will become aware of the situations they face in establishing and maintaining a home. They will be taught to be self-sufficient and socially acceptable anywhere and anytime.

****

026
Title: "A Community Educates Itself on the Training Facilities Available in Tennessee to High School Graduates"
Principal Investigator: Lois Wiberly
Institution: Knox County Schools
Project Duration: September, 1972 - May 30, 1973
Funds Paid: $494.50

The objective of this project was to develop a set of local resources that would aid a high school student to make more appropriate and realistic decisions with regard to post high school vocational training. In order to accomplish this objective, parents and students were organized into a

working coalition for the purpose of developing an awareness of occupational trends and to undertake an indepth study of the alternatives available to high school graduates. Resource people in the community were identified for students to consult about training facilities, career information, and financial aids.

****

027
Title: "An Emphasis on Student Vocational Education and a Study of Community Vocational Opportunities"
Principal Investigator: Tommie Richardson
Institution: Alamo City Schools
Project Duration: November 1, 1972 - June 1, 1973
Funds Paid: $499.23

The primary objectives of this project are to survey the employers of Crockett County to determine the employment opportunities for students graduating from high school, and to assist students in job seeking and in maintaining job employment. Better understanding should be gained by the students on careers available with emphasis placed on jobs within our community. Communication between industry and education will be improved about job interviews, job seeking, and job improvement. Information will be provided to help students secure and keep better jobs, thus contributing to a more congruent community.

****

028
Title: "Follow-up of Green Brier High School Graduates and a Survey of Their Places of Employment"
Principal Investigator: Shirley Evans
Institution: Robertson County Board of Education
Project Duration: December 1, 1972 - November 30, 1973
Funds Paid: $500

The objectives of this project are: (1) to determine the location of graduates of Green Brier High School for the past four years and to ascertain their present employment; (2) to survey the graduates to determine the most helpful high school subjects, the extent that vocational training was being utilized in their present employment, and request suggestions for curriculum changes; and (3) to survey employers of the graduates to determine job requirements, general characteristics of employees who are former Green Brier graduates, and to ascertain whether Green Brier High School was adequately preparing students to enter the business world.

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029
Title: "Student Placement and Guidance"
Principal Investigator: Evelyn Newman
Institution: Westview High School
Project Duration: November 1, 1972 - May 25, 1973
Funds Paid: $500

The objectives of this project are to set up and maintain a job placement office for the students and graduates of Westview High School and to conduct a community survey of industries and businesses to determine the availability of jobs in Weakley County and adjacent communities.

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030
Title: "Individualizing Instruction in Plant Science for Vocational Agriculture Students"
Principal Investigator: Buddy L. Farmer
Institution: Elizabethton City School System
Project Duration: December, 1972 - July 1, 1973
Funds Paid: $527.20

The objectives of the project are to develop individualized instructional units in plant science for vocational agriculture students; to include such instructional aids as charts, tapes, and transparencies; and to evaluate the units in terms of suitability. Four vocational agriculture teachers representing five school systems worked individually and in groups to accomplish the objectives.

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031
Title: "Developing Job Sheets and Related Aids for Individualized Instruction in Machine Shop"
Principal Investigator: Robert E. Shipp
Institution: Rutherford County Board of Education
Project Duration: January 1, 1973 - February 29, 1974
Funds Paid: $501

The objectives of the project are to develop individualized instructional job sheets for machine shop, grades 11 and 12, at Smyrna High School; to develop supplementary instructional aids such as transparencies, charts, drawings, and tapes to simplify instruction; and to evaluate the job sheets and supplementary aids in terms of suitability. Students are involved in the development and evaluation of the job sheets and supplementary aids.

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032
Title: "An Approach to Invididualized Study in Vocational Agriculture at Gallatin Senior High School"
Principal Investigators: J. J. Redmon and Keith Brewer
Institution: Sumner County Board of Education
Project Duration: November 1, 1972 - December 20, 1973
Funds Paid: $500

Objectives of the project are to determine the high school student's ability to accept responsibility and challenges to educate himself through his interest and rate of achievement; to design, staff, and implement an individualized learning center in the areas of small gasoline engines and ornamental horticulture; to compare, using teacher-made tests, individualized study to group instruction; and to provide an environment which stimulates the student and develops individual responsibility. To implement the project, a learning center was established, utilizing study guides, transparencies, filmstrips, slides, tape recordings, reference books, and microfiche materials.

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033
Title: "Developing a Career Curriculum Guide for Vocational English at Green Brier High School"
Principal Investigator: Doris M. Hand
Institution: Robertson County Board of Education
Project Duration: January 1, 1973 - December 30, 1973
Funds Paid: $500

The purpose of this project is to develop a career curriculum guide to meet the language arts vocational needs of twelfth grade students and to correlate this guide with other vocational activities. This will be accomplished through a survey of student needs in language arts, visits to model vocational English programs, and a search of instructional aids and materials for vocational English programs. To correlate the curriculum guide with existing vocational programs at Green Brier High School, three meetings were held with the vocational teachers.

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034
Title: "Job Placement Services: An Exploratory Program, Hiwassee College 1972-73"
Principal Investigator: Margaret J. Sheets
Institution: Hiwassee College
Project Duration: January 1, 1973 - May 30, 1974
Funds Paid: $490

The objectives of this project are: (1) to develop a job placement program uniquely applicable to the Hiwassee College student; (2) to develop instruments to implement such a program; and (3) to expand existing services to students desiring off-campus, part-time, and summer employment.

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035
Title: "Construction and Testing of Shorthand Dictation Material Utilizing a Systematic Pattern of Repetition for Brief Forms and Principles"
Principal Investigator: Glynna E. Morse
Institution: Department of Vocational-Technical Education, The University of Tennessee
Project Duration: July 1, 1972 - April, 1973
Funds Paid: $500.00

This study is designed to determine if students using specially constructed shorthand dictation materials for Lessons 20 through 70 of Gregg Shorthand developed according to a systematic plan of repetition will learn brief forms and/or principles better than students using the textbook materials. A related subproblem in this study is to determine whether an increased pattern of repetition for selected brief forms and selected principles with high error rates increases the accuracy of brief forms and principles in shorthand outlines and shorthand transcription.

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036
Title: "An Intrasubject Investigation of Learner-Control of Learning Modality in a Natural Setting"
Principal Investigator: Thomas W. George
Institution: The University of Tennessee, Knoxville
Project Duration: January, 1973 - May, 1973
Funds Paid: $435.50

This study will investigate the variable of student-control of learning modality in a secondary school employing an adaption of the Learning Activity Package (LAPs) approach to individualizing instruction. Dependent variables include achievement level, rate of achievement, percentage of learning activities attempted per achieved instructional objective, delayed retention, and attitudes. The principle objectives of this investigation will be to determine whether differential effects occur in level of achievement (immediate and delayed), rate of achievement, and attitude toward learning when the focus of control shifts from the instructor to the student.

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037
Title: "Introduction to Careers"
Principal Investigator: Allie B. Green and Jamie H. Jenkins
Institution: Grand Junction Elementary School
Project Duration: January 1, 1973 - May 10, 1973
Funds Paid: $446.80

The objectives of this project are to broaden the students' knowledge of the careers available, to help students find a career even if they do

do not enter high school, and to tie these careers with the career educational courses offered at our high school 22 miles away. During the duration of the project, an effort will be made to acquaint the students with the most careers in the local area as possible by bringing in guidance counselors, trained personnel and equipment for instructions; showing films, slides, and demonstrations of job opportunities; and making field trips to local industries, factories, agricultural centers, etc. This program could orientate junior high students to the many careers made available in this area. It would provide him with a challenge to pursue a course of study throughout high school that he is interested in. Thus, he would be more likely to remain in school, resulting in a better-trained person to enter the labor market.

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038
Title: "Developing Curriculum Materials in Health Education Careers for Partially Sighted Students"
Principal Investigator: Louise S. Smith
Institution: Metropolitan Nashville-Davidson County Board of Education
Project Duration: February 1, 1973 - January 31, 1974
Funds Paid: $500.00

Primary objectives of the project at McGavock High School are: (1) to determine methods and materials that can be used for instructing partially sighted students on an individual basis in the performance of selected basic health care skills; (2) to evaluate the possibility of preparing visually handicapped students for health care delivery in such areas as convalescent homes, clinics for handicapped persons, and homes for the aged; and (3) to adopt and organize a health career curriculum to meet the needs for instructing visually handicapped students. In teaching the steps and techniques of basic health care skills, records and/or cassette tapes in conjunction with film strips and transparencies will be used.

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039
Title: "Follow-up of Graduates at Columbia Central High School and Survey of Job Placement"
Principal Investigators: Charles Sanders and Lee Clayborne
Institution: Columbia Central High School
Project Duration: April 1, 1973 - April 1, 1974
Funds Paid: $497.20

The primary objectives are: (1) to determine the location of each graduate of Central High School for the years 1968 and 1972 and to ascertain the reason that he or she chose to locate in this place and job: (2) to contact each graduate to establish the extent that high school training is being utilized in present employment; (3) to conduct a survey of business in the county to determine the number of employees

hired by each type of business and the tasks performed by each employee; (4) to determine the number of positions in each business that are normally filled by graduates of the academic and vocational programs at Central High School; and (5) to evaluate the academic and vocational courses and make recommendations in order to better meet the needs of students.

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040
Title: "A Follow-up Study of Graduates of the Child Care and Guidance Program at the Nashville Area Vocational-Technical School"
Principal Investigator: Martha G. Burton
Institution: Nashville Area Vocational-Technical School
Project Duration: April 1, 1973 - October 30, 1973
Funds Paid:

The objectives of this project are: (1) to determine the location of all graduates of the Child Care and Guidance Program at the Nashville Area Vocational-Technical School in the last three years and to find their present places of employment; (2) to ascertain the completeness of the graduates' training program, if related to their present employment, request specific curriculum changes, and evaluate their present job performance; (3) to contact present employers of graduates to request job requirements, evaluation of the graduates' performance, and suggestions for improving the Child Care and Guidance Training Program; and (4) to ascertain the need for training workers prior to their employment to child care and guidance.

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041
Title: "An Emphasis on Student Vocational Education and A Study of Community Vocational Opportunities"
Principal Investigator: Alice Reid
Institution: Riverside High School, Parsons, Tennessee
Project Duration: February 1, 1973 - November 30, 1973
Funds Paid: $500.00

The objectives of this project are: (1) to acquaint students with the many career choices and to work through the vocational classes in helping students plan careers; (2) to survey Decatur County to determine the employment opportunities for high school graduates with vocational-technical training; (3) to assist students in self-analysis in making job choices. To achieve the first objective, the counselor and the teacher of each vocational class will work together to present to the classes information and materials in career education. To achieve the second objective, a survey will be conducted of the employers in Decatur County.

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042
Title: "Career Exploration for Sixth Grade Students"
Principal Investigator: Elizabeth Jernigan
Institution: Oak Ridge Schools System
Project Duration: September, 1973 - June, 1974
Funds Paid: $500

The objectives of this project are: (1) to emphasize the world of work and career education for all students in the Oak Ridge Schools; (2) to help sixth grade students to become acquainted with possible vocations in a meaningful way, relating them to their needs and abilities and to develop skills in several areas; (3) to work closely with parents and the community in helping children explore the world of work. To accomplish these objectives, a survey of vocations within the school community will be made. Units of instruction in skills taught by parents and community members will be made. The students will make field trips to businesses and industry in the community.

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043
Title: Career Guidance Services and Placement
Principal Investigator: John R. Tackett
Institution: McNairy Central High School, Selmer
Project Duration: February 1, 1973 - October 31, 1973
Funds Paid: $500

The objectives of the project are to develop within the curriculum, guidelines and procedures to assist students in exploring different occupations; to assist students in learning what employment involves and increase their understanding of the occupational world and working conditions; and to assist students in planning and building skills for careers, assist in job seeking and progress in their chosen field. Information will be made available regarding the career opportunities in the local and adjacent communities as a result of working with the Neighborhood Youth Corps, Chickasaw Area Development Commission, and the Department of Employment, and as a result of a survey of the labor market. The local labor market will share vital information with school officials through the planned survey which will enable the school to develop a more adequate curriculum to prepare the students for filling job vacancies.

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044
Title: "A Follow-up Study of Vocational Office Education Graduates of Springfield High School"
Principal Investigator: Rosa Anne Henry
Institution: Robertson County Board of Education
Project Duration: April 1, 1973 - April 1, 1974
Funds Paid: $500

Broad objectives are to survey VOE graduates of the past four years and their employers for the purpose of evaluating utilization of training received in the Office Education Program at Springfield High School and to evaluate the findings of the study for the purpose of curriculum revision. Present VOE students, the business education faculty, and a member of the VOE advisory committee will assist with gathering and compiling the data.

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045
Title: "A Study to Determine Factors Which Influence Students to Choose Two-Year Career Programs"
Principal Investigator: William B. Biddle
Institution: Walters State Community College
Project Duration: October, 1972 - March, 1973
Funds Paid: $606

The purpose of this study is to investigate student attitudes toward selecting transfer to baccalaureate programs over two-year occupational career programs. The study will analyze the influence of the father's education and occupation, and the influences of parents, peers, and the school on the attitudes of high school seniors. This is to be accomplished by a group-administered questionnaire which has been designed for this purpose. The questionnaire will be validated through jury evaluation and pre-tested on a control group.

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046
Title: "A Survey to Determine Needs for Occupational Classes in Home Economics Careers in Sumner County"
Principal Investigators: Mary Reese and Gay Crabtree
Institution: Sumner County Board of Education
Project Duration: March 1, 1973 - September 1, 1973
Funds Paid: $500

Objectives of this project are to determine the percent of Sumner County students in ninth, tenth, and eleventh grades not seeking higher education; to determine educational interests and potentials of high school students preparing to enter the job market in home economics related careers; and to investigate employment opportunities in the areas of: (1) care and guidance of children, (2) clothing management, production and services, (3) food management, production and services, (4) home furnishings, equipment and services, and (5) institutional and home management. To implement the project, questionnaires will be sent to students, housewives, and related businesses in Sumner County.

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047
Title: "A Study of the Vocational Needs of Central High School, Woodbury, Tennessee"
Principal Investigator: Joe D. Davenport
Institution: Cannon County Board of Education
Project Duration: March 1, 1973 - December 31, 1973
Funds Paid: $500

The objectives of this project are to determine the occupational interests and plans of students in Woodbury Central High School, to determine the interests of parents of students in vocational-technical education, and to ascertain the opinion of vocational-technical education held by educators. In addition, the project is designed to survey the employers of Cannon County to determine employment opportunities within the county and to plan a vocational-technical curriculum for Woodbury Central High School. To implement the project, a questionnaire will be sent to students, parents, and educators as well as all employers in the county.

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048
Title: "Home Economics Teacher Competencies: An Assessment for Curriculum Development"
Principal Investigator: Jacquelyn McInnis
Institution: The University of Tennessee
Project Duration: December 1, 1972 - July 1, 1973
Funds Paid: $500

The purpose of this study is to identify broad competencies within each subject matter area of home economics judged as being needed by vocational home economics teachers during the next decade. In addition to identifying desirable competencies, a hierarchical ranking of these competencies can be compiled based on rankings of importance. The Delphi technique will be utilized to nominate competencies, rank competency importance and to provide individual and group feedback. This assessment of predicted competencies and the corresponding rankings of importance can then be utilized to provide guidelines for the maximum utilization of the resources of the university as well as improving the quality of instruction.

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049
Title: "A Survey of Potential Employers and Students to Assess the Feasibility of Establishing a General Cooperative Vocational Education Program in Clay County"
Principal Investigator: Laguanah Crowder
Institution: Celina High School
Project Duration: April 1, 1973 - June 30, 1973
Funds Paid: $500

The objectives of this project are to determine the number of licensed businessed in Clay County, to familiarize these businesses with the General Cooperative Education Program, to determine if a sufficient number of these businesses will commit themselves to participation in the General Cooperative Vocational Education Program to make the establishment and continued operation of the program feasible, and to determine if there is present among the 10th and 11th grade population of students a sufficient number possessing the necessary prerequisites and interest to make establishment of the General Cooperative Education Program feasible.

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050
Title: "A Study of the Vocational Needs of the Weakley County, Tennessee School System"
Principal Investigator: Charles R. Castellaw
Institution: Weakley County Schools
Project Duration: January 1, 1973 - January 1, 1974
Funds Paid: $500

The objectives of this project are to determine the opinion of the residents of Weakley County toward Vocational-Technical Education; to determine the interest and occupational plans of the grades 8-12 students of Weakley County; to determine the interest of parents of students in grades 8-12; to determine the opinion of educators about vocational education; to survey the employers of Weakley County to determine the employment opportunities within Weakley County; to plan a vocational-technical curriculum for Weakley County; to plan the needed facilities to implement the curriculum recommendations; and to plan the administrative organization to carry out the program.

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051
Title: "Development and Production of Audio-Visual Aids for Individualized Machine Shop Instruction in the State Area Vocational-Technical School, Crossville"
Principal Investigator: Elbert L. Veach
Institution: Cumberland County Department of Education
Project Duration: February 1, 1973 - August 31, 1974
Funds Paid: $500

The objective of this project is to develop and produce the prototype audio-visuals for an individualized course of instruction for the Machine Shop Program at the State Area Vocational-Technical School, Crossville. The present course of study, job and information sheets, will be used as the basic outline for development of the audio-visual aids--35 mm. slides and cassette tapes. The slides and cassette tapes will be synchronized for individual students use on a Coxco sound/slide projector.

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052
Title: "A Followup Study of the VOE Graduates of Haywood High School and a Study of Offices in the Business Community Surrounding Haywood High School"
Principal Investigator: Mary Jane Felker
Institution: Haywood High School
Project Duration: February 15, 1973 - June 1, 1973
Funds Paid: $200

The objectives of this project are to survey VOE graduates of the past two years who are employed in office occupations and their employers for the purpose of evaluating their utilization of the training they received in the VOE program at Haywood High School; to survey office employees in a twenty mile area around Brownsville, Tennessee, to determine tasks being performed on the job and machines being used; and to evaluate the findings of the study for the purpose of curriculum revision. VOE graduates who are employed in office occupations in this area and their employers will be asked to complete a questionnaire and/or participate in an interview dealing with knowledges, skills, and attitudes used or needed in jobs held by the graduates. Office employees in the area will be asked to complete a questionnaire checking the tasks performed and machines used in their present jobs.

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053
Title: "A Research Study to Determine if There is a Need in Cocke County, Tennessee, for a Vocational Office Education Program"
Principal Investigator: Mildred Ann Huff
Institution: Department of Business Education, University of Tennessee, Knoxville
Project Duration: February 1973 - August 1973
Funds Paid: $202.75

The objectives of this project are to determine the types and number of office jobs available in Cocke County, identify competencies needed for job entry and advancement, determine the vocational needs of future students and determine projected employment opportunities for each of the areas of office work. A survey will be taken of randomly chosen businesses in Cocke County to collect data relative to vocational needs in office education. This study may justify the need for a Vocational Office Education Program in Cocke County.

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1972-73 MINI-GRANTS

024 - Mr. James D. Marsh - Shelby County
025 - Mrs. Carolyn Smith - Maury County
026 - Mrs. Lois Wiberly - Knox County
027 - Mrs. Tommie Richardson - Crockett County
028 - Mrs. Shirley Evans - Robertson County
029 - Mrs. Evelyn Newman - Weakley County
030 - Mr. Buddy L. Farmer - Carter County
031 - Mr. Robert E. Shipp - Rutherford County
032 - Mr. Robert W. Lannom - Sumner County
033 - Ms. Doris M. Hand - Robertson County
034 - Mr. Frank McKenzie - Monroe County
035 - Ms. Glynna E. Morse - Knox County
036 - Mr. Thomas W. George - Knox County
037 - Ms. Alice B. Greene - Hardeman County
038 - Ms. Louise S. Smith - Davidson County
039 - Mr. Charles Sanders - Maury County
Mr. Lee Clayborne - Maury County
040 - Ms. Martha G. Burton - Davidson County

041 - Ms. Alice Reid - Decatur County
042 - Ms. Elizabeth Jernigen - Anderson County
043 - Mr. Bruce Mays - McNairy County
044 - Ms. Rosa Anne Henry - Robertson County
045 - Mr. William B. Biddle - Hamblen County
046 - Ms. Mary Evelyn Rsses - Sumner County
Ms. Gay Crabtree - Sumner County
047 - Mr. Joe D. Davenport - Cannon County
048 - Ms. Jacquelyn McInnis - Knox County
049 - Ms. Laquanah Crowder - Clay County
050 - Mr. Charles R. Castellaw - Weakley County
051 - Mr. Elbert L. Veach - Cumberland County
052 - Ms. Mary Jane Felker - Haywood County
053 - Ms. Mildred Ann Huff - Knox County